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ABSTRACT

This is a report on the happenings in early childhood education in the United States in 1988. Contents focus on: (1) the week, the year, and the decade of the young child; (2) the proposed Act for Better Child Care Services; (3) other child care developments; (4) other early childhood programs; (5) growth of pre-kindergarten programs; (6) the need for better salaries for child caregivers to improve the quality of services; (7) positions of influential organizations on quality of services; (8) deaths of colleagues; (9) special birthdays; (10) the little baby boom of 1987; (11) reports from the states; (12) the health scene; (13) advertising on children's television; (14) variation in child care; (15) Bush administration policies; and (16) information about the National Association for the Education of Young Children. (RH)

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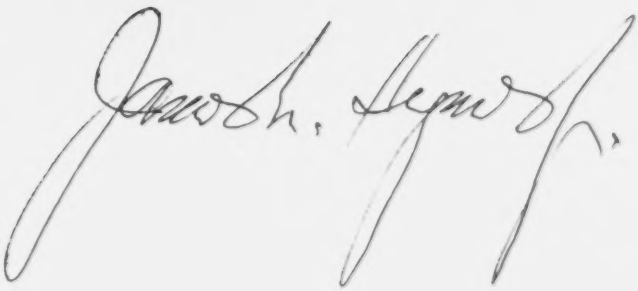
For 18 years, the distinguished Dr. James L. Hymes, Jr. has written up the highlights of each year's events relating to children. NAEYC is proud to have the privilege of publishing this invaluable booklet, which shows at a glance all the past year's significant happenings.



Appreciation

Each year many friends help by volunteering information, or confirming or correcting it. For 1988, as I have been for many years, I am especially indebted to Alberta E. Siegel, omnivorous reader, faithful correspondent, and keen student of child development and social policy. But many others also have my thanks, including Charlotte S. Barnes, Milly Cowles, Jackie Dudock, Stephanie Feeney, Elizabeth M. Goetz, Blythe F. Hinitz, Randy Hitz, Carolyn Ellis Logan, Carol Alexander Phillips, Sherrill Richarz, Robert Thurman, Mildred B. Vance, Carol Vukelich, Elaine Wilson, and Kathi Wineman.

I also rely heavily on many publications, especially: *CDF Reports; Child Care Employee News; Children Today; Dimensions; Education Week; Newsletter* of the Center for Parent Education; *Report on Preschool Programs;* and *Young Children.*

Early Childhood Education

THE YEAR IN REVIEW

A Look At

1988

James L. Hymes Jr.

A 1988-89 NAEYC Comprehensive Membership benefit

National Association for the Education of Young Children
Washington, D.C.

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EARLY CHILDHOOD EDUCATION
THE YEAR IN REVIEW

A LOOK AT 1988

This is a report on the happenings in early childhood education in the year 1988—the 18th annual summary of key events relating to young children in the United States with, as always, some personal comments. I invite you to look back with me on 1988, Early Childhood Education, the Year in Review.[1]

The week, the year, and the decade of the young child

April 10–16, 1988, was proclaimed "The *Week* of the Young Child" by the National Association for the Education of Young Children.

The Children's Defense Fund called 1988 "The *Year* of the Child."

New York's Governor Mario M. Cuomo declared 1988 the first year of "The *Decade* of the Child" (as he urged his legislature to fund "universal pre-kindergarten for 4-year-olds by 1993").

The U.S. Senate on October 7 knocked all these rosy sentiments into a cocked hat. On that day a much-publicized "pro-family" package of bills died on the Senate floor. Quashed was the Act for Better Child Care Services (the ABC bill, S. 1885), on which the highest hopes had centered.

ABC bill first major congressional effort in 17 years

The ABC bill was the first major congressional child care effort since President Nixon vetoed the Mondale-Brademas Child Development Act in 1971. ABC included subsidies to the states for child care for poor and moderate-income families; set basic health and safety standards to be met by states and limits on the number of children per caregiver; and provided funds for the training of personnel. Introduced by Senator Christopher Dodd (D-CT) with a House counterpart by Representative Dale Kildee (D-MI), the bill was backed by the Alliance for Better Child Care—130 unions, civil rights and church groups, women's organizations, educators, and child advocacy forces. It attracted 39 Senate cosponsors and 171 House cosponsors. There was optimistic talk of "a rare window of opportunity" for better child care.[2] But on October 7, with 60 votes needed to end a Republican filibuster, ABC supporters could muster only 50. Dead in the Sen-

ate, the bill was not even brought to the floor of the House.

Killed in the same packge was a **parental leave bill** requiring employers of more than 50 workers to grant unpaid leave of up to 10 weeks to parents of newborn, newly adopted, or seriously ill children. Also killed: a bill cracking down on **child pornography.** Lumping these two with the ABC bill was an effort to make a more palatable package, but the vote still fell 10 short.

Child advocates found some solace, despite the defeat

The widespread congressional support and the backing of so many groups offered hope for a better outcome in some future Congress. So, too, did the energetic political involvement of thousands of NAEYC members and other early childhood workers in support of ABC.

The media's year-long awareness of young children was also a gain. One dramatic example of that attention was the nationwide telecast on April 13 on all Public Broadcasting stations of the hour-long documentary "Who Cares for the Children? The State of Child Care in America." Another example: the spate of photographs of the two major presidential candidates cavorting in young children's centers.

Still one more comforting note: Magazines and newspapers pounded politicians and the public with facts about working mothers:

- 53% of all mothers of infants in the labor force
- 57% of all mothers of preschoolers in the labor force (with the forecast that by 1990 the percentage would increase to 80%)
- 65% of all mothers of school-age children in the labor force (creating an estimated 5 million school-age latch-key children, often overlooked in discussions of child care)

The revolutionary social change in modern-day family life was widely publicized. In 1988, only 10% of America's families still fitted the "traditional" stereotype of two parents, with mother working full-time at home and father working full-time on a job. The existing child care situation was also spotlighted:

- only 2 to 3 million slots with licensed child care providers available for the 21.6 million children under age 6
- an annual 42% job turnover rate among these child care providers
- the abysmal salaries paid to full-time providers in child care centers (a median annual income of $9,204) and to those in home care ($4,420), putting child care workers in the lowest 5% of American wage earners

This country's last-place position in providing both child care and parental leave, compared to the rest of the Western world, was also a feature story.[3]

Another "fringe benefit" from the defeat

The resistances and emotional gut feelings against child care came out in the open, as did the arguments in favor of good child care.

U.S. Secretary of Labor Ann McLaughlin, for example, took the startling position that "there is no across-the-board child care availability crisis. There are spot shortages, but most families have found child care."[4] ABC backers thought McLaughlin had missed the point. Obviously every mother who has a job must have found some child care—good, bad, or indifferent—in order to work. But what mothers want and what children deserve is *good* child care, not just any old arrangement.

A similar see-no-evil, hear-no-evil argument came from the conservative American Enterprise Institute. In "Day Care Crisis? What Day Care Crisis?" Resident Scholar Douglas Besharov claimed that "most mothers of small children do not need or want full-time licensed day care."[5] He called the widely quoted figure of 57% of mothers of preschoolers in the labor force "deeply misleading since only 25% of these mothers work full-time year-round." ABC supporters felt that Besharov's figures were the misleading ones.

Another Besharov point: "Kindergarten—a form of free child care, after all—has expanded enormously and 26 states now offer part-day prekindergarten programs for 4-year-olds." To those more in touch with families, Besharov seemed unaware that half-day and even full-school-day groups

are not a solution for working mothers but a complication. The hours force mothers to seek before-school and after-school child care.

Trying to turn the clock back, one columnist wistfully asked, "Do we really want Mom to work? Should we accept the two-paycheck family as the only viable future? Is it the proper response to keep building child care centers?"[6] The American Enterprise Institute was also upset by the idea of mothers working. A staff member, Karl Zinsmeister, wrote, "The national day-care debate often ignores a central question: What effect does it have on our children?" Making it sound more like a conspiracy than a difference of opinion, Zinsmeister charged that "one of the dark little secrets of day care is that many leading child-development experts have expressed doubts about it (especially for infants and toddlers)." He cited Burton White, Jay Belsky, Penelope Leach, and others. Zinsmeister felt that "the findings already accumulated ought to give us pause in our uncritical plunge toward more child-raising by hire."[7]

Most people recognized, even if Zinsmeister did not, that no one now could simply say to mothers, "Stay home." The economic pressures on them and their need to use their talents made a paid job an economic and often a psychological necessity. There was broad agreement on the need for shorter workdays and for flexible work hours. With better schedules for mothers, 2s, 3s, 4s, and 5s could get the well-established benefits of standard-hour nursery-kindergarten groups. It was also

widely accepted that groups for the very youngest children are child care's most complicated problem. The parental leave bill that failed could have provided at least a small amount of time together for mothers and infants and been a step toward ameliorating this problem.[8]

The ABC inclusion of minimal standards for child care drew the heaviest fire. Gordon S. Jones of the conservative Heritage Foundation indignantly tilted at windmills: "ABC money would not go to the working poor who actually need help taking care of their children but to child-care professionals with their Master of Social Work degrees—the same upwardly mobile urban professionals who wouldn't think of having kids of their own."[9]

William Safire, only a little less hysterically, wrote: "Well-meaning federal bureaucrats, already moving in on higher education, would like now to dominate preschool care. Conservatives are not nutty to recall Lenin's boast: 'Give us the child for eight years and it will be Bolshevist forever.' "[10]

One wondered whether any points calmly made could allay such anxieties. Columbia Professor of Social Policy Alfred Kahn did his best: "A federal government with concern for pesticides, food and drugs, and occupational safety should not spend child care money without some concerns for standards." And Dr. Richard M. Narkewicz, President of the American Academy of Pediatrics, countered by writing of his anxieties about *unregulated* child care: "Pediatricians treat thousands of children in-

jured in unregulated, unlicensed child-care facilities. Frankly, we just don't want that business."[11]

The possible effect on their pocketbooks made others worry about regulations. The National Child Care Association, whose members are operators of for-profit centers, claimed that federal standards would drive up costs and "increase the price of child care to a point where it becomes unaffordable to many parents."[12] Kinder-Care, La Petite Academy, and Gerber Children's Centers all lobbied against federal standards.[13]

The impact of ABC's cost ($2.5 billion in 1989) on the U.S. pocketbook worried some. "There simply isn't the money available," according to one federal budget analyst. A reply came from Phil Sparks, speaking for the American Federation of State, County and Municipal Employees: "We hope to make the issue child care vs. another missile, not child care vs. the entire deficit."[14]

Few doubted that children cost dearly, or that the United States had the money, but clearly changes in our national and family spending will have to be made if we ever are to have good child care. The new B-2 stealth bomber, unveiled in 1988, is a possible starting place for a discussion. The Air Force hopes to build 132 of them; the lowest estimate of the cost of one new stealth bomber is half a billion dollars. For the same total cost it would be possible to build 127 bombers *and* fund the entire ABC program for a year.

Another argument involving money stressed "the unfairness" of ABC. Phyllis Schlafly led a "Baby

Buggy Brigade" to Washington to protest: "If Congress really wants to help families, it should raise the personal income tax exemption for children and make the child care tax credit available for all families, regardless of the lifestyle of their mothers."[15] William J. Bennett, at the time Secretary of Education, was also troubled because ABC would benefit families with two working parents or a single working parent but not families in which one parent stayed at home to care for the children.[16]

The best response to these objections was rooted in the long-standing public education tradition in which adults with no children and parents with children all pay the same taxes for a very sound reason. Edward Zigler put this case well: "Why do we pay school taxes? Why do we educate children? Because we don't want stupid people. And for the same reason we should be willing to pay taxes for quality day care."[17]

Division within ABC ranks

One division within the ranks of ABC supporters proved more awkward to cope with than did the objections from opponents. The argument centered on how to achieve church participation in child care funding without violating the principle of separation of church and state. Despite many modifications in the original wording, in the end the National Education Association, the National

PTA, and some religious and civil liberties groups, all original supporters, feared that ABC, even as modified, did not adequately protect against religious indoctrination in church-based centers, the largest group of child care providers. This split contributed to the defeat of ABC in 1988 and became an important item on quality child care advocates' agenda for 1989.

Where did matters stand at the end of 1988? Dr. Sheila Kamerman, Professor of Social Policy and Social Planning at Columbia University, spelled out the bottom line: "Working mothers are not going to disappear . . . . Child care is an issue that will not go away."[18]

Some child care developments of note, unrelated to ABC

The Wall Street Journal (June 3) (and in a similar story, *The New York Times*, June 26) reported the **entrance of venture capitalists** into the child care field: "Sensing that child care is 'hot,' entrepreneurs who once flocked into frozen yogurt or computer software are now catering to kids."

The approach of the newcomers was to offer "upscale" centers aimed at yuppies, charging fees from $460 a month for preschoolers to $780 for in-

fants. The ad for one of the new centers said: "For some things in life only the best is good enough." Commenting on a $1.6 million center complete with swimming pool, gymnasium, four playgrounds, and closed-circuit TV, Roger Neugebauer of the *Child Care Information Exchange* warned of a trend toward a "Taj Mahal complex." Students of social policy worried about the possible emergence of a two-tier system of child care, for the haves and the have-nots.

Another news item was comforting to parents made anxious by headline stories in recent years of **child abuse in day care centers.** A $200,000 study carried out by the University of New Hampshire's Family Research Laboratory found "no indication of high risk for children in day care." It estimated the incidence of abuse at centers at a low 5.5 cases per 10,000 youngsters, children abused at home at 8.9 per 10,000.[19]

A third account, this about family day care, was not so comforting to parents. Often the first choice of mothers because of its comparatively low cost and because of the appeal of a home setting, **family day care** serves 37% of the children of working mothers contrasted with 23% in child care centers. What should worry everyone, not only mothers, was that 90% of family day care homes operated outside of any regulatory system and staff turnover is a staggering 60% a year, contrasted with the bad-enough 42% in child care centers.[20]

Other newsworthy early childhood programs

Child care held center stage, but other early childhood programs also made news in 1988.

Two "new births"

Even Start was born—a combined parent education/literacy program and care for the children of parents enrolled. Its goal is to help parents become full-fledged partners in the education of their children. Funded for $14.8 million through the U.S. Department of Education, Even Start will make grants to state and local education agencies. Seven-member review panels, including one early childhood professional and one representative of a parent/child education organization, will evaluate Even Start each year.

Two dozen Comprehensive Child Development Centers following the pattern of Chicago's "Beethoven" Project were established. Funding, $19.7 million, will also come from the U.S. Department of Education. The Centers, proposed by Senator Edward Kennedy (D-MA), will offer prenatal care, parent education, child care, and social services to low-income families from before a child's birth to his or her school entrance. An editorial in *The New York Times*, August 12, hailed the idea: "Public school used to be the point where society took some formal responsibility for children.

In 1965 the point shifted to preschool programs to give disadvantaged children a Head Start. Now, to give such children a fair chance, the point is shifting again, to when learning begins: at birth."

Head Start still in forefront

Head Start received kind words this year as every year. Health and Human Services Secretary Otis Bowen gave it well-deserved praise for being "in the forefront of providing services to preschool handicapped children," 12.7% of Head Start's enrollment. During the presidential campaign, both Michael Dukakis and George Bush called for increased Head Start funding. The Carnegie Foundation for the Advancement of Teaching, after studying urban schools, also urged increased funding, enough so that every at-risk child could have a top-quality preschool education.[21] After a similar study, the Ford Foundation recommended doubling Head Start's size in the next five years.[22] More kudos: The College Board gave it partial credit for the improvement, for the third year in a row, in minority students' SAT and ACT college entrance assessment scores.[23] Even better than kind words, Congress gave Head Start a small but welcome increase of $29 million, raising its appropriation to $1.25 billion.

In 1988 Head Start operated 1,291 centers, serving 446,523 children including 18,000 in programs for migrant youngsters. A January 1988 report gave the racial/ethnic composition of its

groups as 3% Asian, 4% Native American, 22% Hispanic, 32% White and 39% Black.

A provocative controversy arose over Head Start's success in actually reaching poor children. Over the years, the criticism has been that enrollment has stayed flat, with Head Start serving only 16%–19% of the eligible 3- to 5-year-olds. Hitting back in 1988, Head Start claimed that it included as many as 50% of the children actually eligible. "Most 5s are now enrolled in kindergarten so it is no longer fair to include them in the potential base for Head Start. And it is unfair to count all 3-year-olds since 80% of Head Start children are served for only one year, when they are age 4."[24] Whichever figure was right, there was agreement that, by either count, large numbers of low-income preschoolers were still waiting to be included. For example, the November *National Head Start Bulletin* acknowledged that the program reached only 6% of the eligible migrant children.

Growth of pre-K programs

Prekindergarten programs were also in the 1988 news. The High/Scope Educational Research Foundation and the Council of Great City Schools reported that 28 urban areas spent $136 million on 70,000 at-risk children in 1985–86. The youngsters were mostly 4-year-olds, but 20% were 3s and 10% age 2 and younger. The largest number, 71%, were in part-day programs.[25]

A second report on pre-K gave the results of the intensive Public School Early Childhood Study by Bank Street and Wellesley Colleges.[26] Among the findings: 9 states (including the District of Columbia) contribute funds to Head Start; enabling it to reach greater numbers of pre-K children; 24 states fund their own pilot or statewide prekindergarten programs; 2 states, Missouri and Minnesota, support parent education programs in lieu of direct service to pre-K children.

One matter of concern was that, whereas big advances in pre-K took place between 1985 and 1987 when 11 states began programs and 3 expanded their pre-K efforts, "the growth of newly enacted state prekindergarten legislation has slowed somewhat."

The quality of programs was also a cause of some worry. High/Scope-Great City Schools noted "widespread concern" about undue academic pressure on prekindergartners. Bank Street/Wellesley reported seeing many highly structured, teacher-directed, skills-mastery curricula, especially in large urban school pre-K groups.

Bank Street/Wellesley told of one opportunity being missed: "Lack of attention to child care needs on the part of most schools is the norm. Very few of the (new) prekindergarten groups are full-fledged child care programs, open the entire day and operating year round."

Two exciting ideas, not intended for immediate action but to stimulate discussion, surfaced in 1988. One was a proposal by Senator Edward Kennedy for a program he named **Smart Start.** Kennedy called for a national investment in young children "equivalent to the Marshall Plan of the 1940s or the mission to the moon of the 1960s."[27] Tied to the public schools, Smart Start envisages full-day, calendar-year groups *open to all 4s,* combining education, health, and social services, plus job training and literacy programs for parents. Low-income chlidren would attend free; others would pay on a sliding scale. The estimated federal cost in 1989: $500 million. Smart Start received strong support from some governors, including Cuomo of New York; from many educators, including NEA President Mary Hatwood Futrell; from the NAACP and some business leaders. The idea was questioned by Head Start backers and by some ABC supporters who worried about possible competition for funds.

The second visionary idea came from Edward Zigler of Yale, who presented a bold proposal for **school-based child care.** Zigler called his idea a plan for "the school of the 21st century." He urged the inclusion in public schools of child care for 3- and 4-year-olds, staffed by Child Development Associates; of half-days of kindergarten and half of child care for 5s, all in the same group; before- and after-school programs for children up to age 12; a parent education program; and an outreach program for providers of family day care. One Zigler

point: "Child care must be tied to a known societal institution capable of reaching the broadest spectrum of children."[28] Albert Shanker, President of the American Federation of Teachers, agreed, stressing the stability that public schools as the prime sponsors of child care would bring.

Better quality requires better salaries

NAEYC issued a very blunt warning in 1988: "The supply and quality of early childhood programs are being strangled by an inability to attract and retain qualified employees. . . . This constitutes a crisis for the profession and the nation."[29]

Better salaries are one obvious answer to the crisis. Unfortunately, stories of salary improvements were scarce. The High/Scope-Great City Schools study did find in the cities it examined that pre-K teachers were generally on the same pay scale as elementary teachers—good news to hear. Looking at a larger sample, Bank Street/Wellesley found 25% of pre-K teachers earned less than their colleagues in the same school system. The report noted, however, that "salaries for public school early childhood teachers are generally higher than salaries in nonpublic early childhood programs."

Other reports on compensation were more discouraging. Bank Street surveyed Head Start, child care, and public school teachers in New York City. $33,303 was the average salary for the city teachers; $19,365 the average child care teacher salary; and $19,108 for Head Start teachers. The latter two

programs offered few fringe benefits such as pensions, insurance, and so on. Bank Street warned of a "crisis of disastrous consequences" and called on the city to spend $13 million to equalize salaries.[30] *The Child Care Center* magazine, questioning 487 child care directors nationwide, reported a similar dismal picture in its December 1987 issue: average annual salaries in the $10,000–$20,000 range, with only half of the directors receiving health benefits and only 15% retirement benefits. Teacher salaries ranged from $3.35 an hour to $7. The New Jersey Coalition for Child Care reported $19,687 the average annual director's pay in that state and $13,144 the salary for Head Teachers.

Calls for quality

Several influential organizations took stands in 1988 that should lead to improved quality.

The National Association of State Boards of Education (NASBE) issued *Right From the Start*,[31] calling for "a new vision for early childhood education." Alarmed at the pressures on young children, *Right From the Start* made a very specific recommendation: the establishment of separate public school early childhood units for children ages 4 to 8. It saw the units as either separate schools for the age group, or as schools-within-a-school with a separate early childhood director. The goal was

to give the units freedom to use approaches geared specifically to 4- to 8-year-olds and to their parents.

A second NASBE recommendation urged public schools to develop partnerships with other agencies to create a comprehensive system of early childhood services from the prenatal period on, including parent education, family support programs, child care, health services, and social and mental health services. The Carnegie Corporation of New York awarded NASBE $375,000 to establish pilot programs to test out the two big ideas.

The Council of Chief State School Officers meeting in Indianapolis in November also issued a dramatic call: "It is absolutely essential that the new President place early childhood programs at the top of the national agenda." The Council urged increased federal funding so that all states could immediately guarantee pre-K programs for children at risk and ultimately provide universal access for all children. It also called for publicly supported high-quality child care, providing developmentally appropriate educational experiences. Another recommendation was the expansion of programs in parenting skills. Ted Sanders, Illinois State Superintendent and Council President, summed up the Council's conclusions: "A major early childhood policy initiative needs to be undertaken"[32] if we are able to compete internationally in the 21st Century.

The prestigious **National Association of Early Childhood Specialists in State Departments of Education** also issued a position statement, *Unacceptable Trends in Kindergarten Entry and Placement.* Members were especially worried by four "highly questionable" practices:

1) inappropriate use of screening and readiness tests;
2) denial or discouragement of entrance for eligible children;
3) segregated transitional classes for children deemed unready; and
4) an increasing use of retention.[33]

A similar sharp indictment of the abuse of standardized tests to assess children's readiness for school came from **NAEYC.** Charging that "mass paper-and-pencil standardized testing of 4-, 5-, and 6-year-olds is becoming one of the more dismaying rites of spring in America," the Association condemned using test results to delay children's entrance into kindergarten or their promotion to first grade. It also warned that extensive testing "narrows and misdirects" the curriculum.[34]

Georgia in 1988, despite protests from many teachers and from child development specialists, became the first state to require a standardized, multiple-choice, 90-minute test to determine which kindergartners could move on to first grade. Ninety-two percent of Georgia's 90,434 kindergart-

ners passed. There was no report on what the testing did to the children or to the curriculum.

Mississippi had the honor of becoming the first state to give up such tests. State Superintendent of Education Richard A. Boyd halted a $47,000 testing program because it had caused "erosion" in the state's kindergarten approach of "active learning." Many teachers felt pressure to use formal pencil-and-paper drills to prepare children for the test. "The test had become a curriculum guide, and that was never intended," observed Gloria C. Correro, coordinator for early childhood curriculum at Mississippi State University.

The Association for Childhood Education International issued two position papers in 1988: in the February *Childhood Education* "Play: A Necessity for All Children" and in June, "The Right to Quality Child Care." In the first of the two, ACEI urged teachers to defend the place of play in the curriculum, calling the need "especially critical" today.

One further contribution to quality, a continuing effort, was **NAEYC's National Academy of Early Childhood Programs**, the Association's still-new means to reward and acknowledge good teaching. The Academy reported 2,500 programs already enrolled and, by late 1988, more than 650 accredited.

We are sorry to lose

As always, the early childhood profession lost through death many valued colleagues. Among those we will miss: **Frank Caplan,** a nursery school teacher in the early '30s, later cofounder of Creative Playthings and author of child development articles and books. . . **Edith M. Dowley,** World War II supervisor at the Kaiser Child Service Centers, Professor Emerita of Education and Psychology at Stanford University, founding Director of Stanford's Bing Nursery School. . . **Mary Ellen Durrett,** NAEYC Board Member and Vice-President 1964–69, consultant to Head Start 1965–78, Chair of the Department of Home Economics at the University of Texas at Austin since 1972. . . **Clement G. Hurd,** illustrator of 100 books for young children (including *Goodnight Moon*), coauthor with his wife, Edith Thacher, of 40 more. . . **Margaret B. McFarland,** cofounder in 1953 of the University of Pittsburgh's Arsenal Family and Children's Center, teacher of child development in the university's Department of Psychiatry, and long-time consultant to "Mr. Rogers' Neighborhood". . . **Myrtle B. McGraw,** child development researcher whose 1935 report *Growth: A Study of Johnny and Jimmy* advanced thinking about maturation, learning, and readi-

ness. . . **Polly McVickar**, Pacific Oaks College faculty member 1957–83, first Director of the Vanderbilt University Cooperative Nursery School, convenor in 1948 of the small group that grew into SACUS, the Southern Association on Children Under Six. . . In December at age 96, **Cornelia Goldsmith**, one of young children's great good friends over a very long span of years. In 1925, one of the country's first nursery school teachers, working then at New York City's private, progressive Walden School, Cornelia Goldsmith was one of a handful invited by Patty Smith Hill to discuss the protection and preservation of the very new nursery school movement. That handful spawned the National Committee on Nursery Schools in 1926, later NANE (National Association for Nursery Education), and later still today's 62,000-member NAEYC. Nell was editor of the Association's *Journal of Nursery Education* from 1962 to 1964 and the Association's first full-time Executive Secretary, 1964–66. From 1943 to 1963, she was Director of New York City's ground-breaking Division of Day Care, a hugely successful effort to set and enforce standards for child care centers and other private groups for children younger than 6. Another pioneering contribution, especially to teacher education, was her beautiful film, *A Child Went Forth*, a classic presentation of excellent group living for young children.

Special birthdays

Significant birthdays were celebrated in 1988. **Louise Joy Brown** had her 10th. Not a household name, Louise, born in England on July 25, 1978, was the world's first "test-tube baby." Since her birth at least 10,000 in vitro births have taken place, most in western Europe and the United States but also in Latin America, the Middle East, and even in China. . . . The **Child Care Employee Project** (P.O. Box 5603, Berkeley, CA 94705) had a 10th birthday party, as did the ***Child Care Information Exchange*** (P.O. Box 2890, Redmond, WA 98073). . . . ***Report on Preschool Programs,*** biweekly recorder of congressional, national, and state developments, marked its 20th year (Business Publishers, 951 Pershing Dr., Silver Spring, MD 20910). . . . Another 20-year-old, ***Sesame Street*** is still holding its popularity despite its "old" image; an estimated 11 million U.S. households watch each week. . . . **OMEP,** the World Organization for Preschool Education, celebrated its 40th anniversary in Prague, the city where OMEP was born. . . . ***Curious George,*** hero of eight books by Hans Augusto Rey, a favorite of American, British, Greek, French, Spanish, Swedish, Chinese, and Japanese preschoolers, counted 50 years in his trouble-plagued, problem-solving life, and ***Mickey Mouse,*** another favorite of young children, reached 60 years of age. . . . The oldest celebrant: **Wheelock College,** 100 years old in 1988—a long lifetime of preparing early childhood teachers.

The year brought good developments for **Marian Wright Edelman** of the Children's Defense Fund, awarded $10,000 by Ronald McDonald's Children's Charities for her work on behalf of children . . . for **Joseph Shenker,** a specialist in urban education, named the fifth President of Bank Street College . . . for the **Association for Childhood Education International** whose journal, ***Childhood Education,*** greeted the fall in a new, larger format and colorful cover . . . for **NAECTE,** the National Association of Early Childhood Teacher Educators, whose journal also had a face-lift and a new larger format.

Little baby boom

More children were born in the United States in 1987 than in any year since 1964. Approximately 3,829,000 joined the rest of us, almost 100,000 more than in the year before. As a result, the United States had 18.3 million children under age 5, the most preschoolers in 20 years. This "little baby boom" showed up in peak under-6 school enrollments. The Census Bureau counted 2.5 million children in nursery schools and 4 million in kindergartens, an increase of 25% over 1981. A similar high count came from the National Association of Independent Schools. Its 940 members announced a 43% increase in prekindergarten enrollments, a gain of 22% in kindergartens.

One interesting fallout from the high number of preschoolers: **Children's books** became a booming market. Sales were under $500 million in 1982. In 1987 they topped $1 billion, making children's books the liveliest part of the publishing world. In 1988 stores selling only children's books, once a rarity, sprang up all over the country. Membership in the Association of Booksellers for Children soared from a handful three years ago to more than 300.

While the rise in U.S. births was generally welcomed, the **increase in world population** was a matter of concern. It passed the 5.1 billion mark and was expected to reach 6 billion in 10 years, leaping ahead at a much faster rate than had been estimated. The UN State of World Population Report warned that "the combination of population and industrial growth could destroy the land, water and air on which everything else depends."

Some facts about the U.S. child population were also not pleasing. Twenty-five percent of our children younger than 18 lived with **one parent** in 1986, almost always the mother, too frequently an indication of hard living. Nearly one in five children, 19.8%, lived in poverty, a decrease albeit slight from the preceding year's tally of 20.1%. The report on Black children, as always, was quite different: 42.7% lived in poverty! Census figures also showed a rise in poverty among Hispanic families.

Reports from the states

Sound, appropriate curriculum, especially in pre-K groups but also in child care and in kindergartens, was on the minds of many people in several states. **Iowa,** spending more than $1 million on at-risk 3- and 4-year-olds, voted to establish a Center for Early Development Education at the University of Northern Iowa, a model for ways of meeting the needs of at-risk youngsters. . . . **Delaware** voted funds for three model training centers for both public and private pre-K educators. It also funded four full-day kindergarten demonstration centers to help guard against "full-day programs turning into an academic arena for accelerated learning." Delaware's State Department also published an excellent "Kindergarten Position Statement," specifically saying what kindergarten should be and what it should not be. . . . In the same vein, **Michigan's** State Board of Education adopted "Standards of Quality and Curriculum Guidelines for Preschool Programs for 4-Year-Olds." In 1988 the state spend $12 million on schooling for 4s. . . . **Alaska** developed "Promising Practices: Criteria for Excellence in Early Childhood Education," an instrument for self-assessment by schools, followed by visits by a validation team. . . . **Tennessee's** State Department sponsored a summer kindergar-

ten workshop on integrating art, music, blocks, cooking, and social studies with the language arts and math in an effort to end separate subject-matter teaching. . . . In **Oklahoma** the Kindergarten Teachers Association changed its name to the Early Childhood Teachers Association, open to all working with 4-year-olds through third graders. Oklahoma, pleased with its 500 CDAs, expanded its training still further.

Full-day kindergartens were on the docket of several states: **Iowa** aiming to achieve them by 1992, **Delaware** by 1994, **New Jersey** reported moving steadily in this direction, with 139 districts operating full-day.

Oregon's pre-K program for low-income 3s and 4s got under way at 11 locations. Oregon also began "TFC," Together For Children, a parent education program initially serving about 300 parents of at-risk youngsters ages birth to 8. . . . **Minnesota's** Early Childhood Family Education Program, in operation since 1984, reached 120,000 children and their parents in 1987, an investment of $18.3 million.

Child care topped the list of concerns in **Arkansas**. The state voted sizable funds to help fi-

nancially strapped parents pay for child care, to help qualified people set up child care centers, and to establish training centers for child care staff at seven vocational-technical schools. . . . **Alaska's** governor pushed for a "first class, quality, affordable child care system for working parents throughout the state." An Interim Commission made 85 recommendations to the governor! Among them were provision of state funds to enable more centers to meet NAEYC's National Academy accreditation standards (only 2 in the state do), funds to increase child care salaries ($4.50 an hour in 1988), and funds to make teacher training available, including the establishment of a four-year major at the University of Alaska. . . . **Hawaii** funded a new position of Child Care Advocate, working out of the Governor's Office of Children and Youth. The Advocate's first assignment was a statewide child care needs assessment.

Some out-of-the-ordinary developments: The **Kansas** AEYC spent more than $4,000 on letters, labels, stamps, and similar materials in a major advocacy drive on behalf of the ABC bill. . . . **kidPAC of Idaho,** a political action committee, was born—"a voice for children directed to Idaho's decision makers.". . . **Delaware** doubled the state's child care tax credit, from 25% of the federal credit to 50%.

The health scene

The National Institute of Dental Research made a startling announcement in June: 49.9% of America's children ages 5 to 17 had no tooth decay! In 1944, the incidence of cavities and decay was 90%. In 1988, in the under-10 ages, almost 100% of children were trouble-free! The Institute attributed this dramatic lessening of a nasty affliction to the widespread use of fluoride. Institute officials said, "We are at a point where tooth decay is no longer a major public health problem." If only all of 1988's news about children's health were that good!

The latest **infant mortality data** (1985) brought no reason to cheer: 10.6 deaths per 1,000 live births, a disappointingly small drop from the 1984 rate of 10.8. The overall 10.6 figure blurred the fact that a Black baby was more than twice as likely to die during the first year of life as a White infant. Neonatal mortality—deaths in the first 28 days—among Black infants rose, the first such increase in 20 years.[35]

The United States ranked 19th worldwide in infant mortality, lagging behind even Hong Kong and Singapore in its ability to keep babies alive. Many of the infant deaths were regarded as preventable. Retiring U.S. Senator Lawton Chiles (D-FL), Chairman of the National Commission to Prevent Infant Mortality, spoke of his dismay: "It offends me that

the United States, with its wealth and resources, loses 40,000 children a year before their first birthday when there is such a simple solution—spending about $400 a mother for prenatal care, proper medical screening, nutrition counseling, and discouraging the use of tobacco, alcohol and drugs."[36]

Regrettably, **prevention has not been "in" recently.** There was a decline, between 1980 and 1985, in the percentage of children immunized against **polio, measles, rubella, diphtheria, pertussis,** and **tetanus.** The Surgeon General had set as a goal for 1990 full immunization for at least 90% of children under age 2. The 1988 news dimmed hopes that the goal could be met. The explanation for the setback was that federal funding fell behind the skyrocketing costs of vaccines. Public health workers worried that diseases now considered under control could return in force. Measles was an example. Once thought headed for elimination, it claimed 3,500 victims in 1987.

Other "old-time" health problems also raised their heads. **Rheumatic fever,** a childhood illness regarded as all over and done with, made a mysterious comeback with hundreds of cases emerging in 1988. **Lead poisoning,** although sharply reduced in recent years, made headlines. The Center for Disease Control warned that millions of children still remained at risk because lead levels once regarded as safe were now seen as hazardous.

New hazards came on the scene. The American Academy of Allergy and Immunology warned that **asthma** was now a serious childhood threat and one seemingly getting worse. The Centers for Disease Control found it necessary to warn that **falls** from playground equipment not installed over impact-absorbing surfaces—mats, wood chips, sand, and so forth—could be fatal. The CDC found 48% of child care center equipment improperly installed. Three- and 4-year-old boys were particularly prone to such accidents, and spring was the favorite accident time. Other bad news: 804 cases of **AIDS** among children under age 5 had been identified by May 1988. Plus one more new problem: the manmade **"greenhouse effect,"** much written about in 1988, the warming of the Earth through the mounting up of carbon dioxide, a danger so ominous that many scientists regarded it as a serious threat to human survival.

On a more positive note: Five international organizations announced a **major immunization campaign** seeking to end the scourge of **polio.** The World Health Organization, the UN Development Program, UNICEF, the World Bank, and the Rockefeller Foundation, speaking as the "Task Force for Child Survival," set a goal of eliminating polio from the world within 12 years. Rare in industrialized countries because of the availability of vaccine, polio remains a dread elsewhere, killing an estimated 30,000 children a year, leaving countless others lame. Only one other human disease, small-

pox, has ever been eradicated. The Task Force for Child Survival wants to pay polio that same honor.

Advertising on children's TV?

President Reagan "eradicated" a very modest proposal to limit the amount of advertising on children's TV programs. Limits on the amount of advertising had been in force until 1984 when they were removed by the Federal Communications Commission. A bill re-establishing them at 10½ minutes per hour on weekends and 12 minutes on weekdays passed the House and Senate. The bill also required broadcasters to spell out their plans for educational programming as a condition of license renewal. President Reagan killed the bill with a pocket veto, claiming it infringed on "freedom of expression." Peggy Charen, President of ACT (Action for Children's Television), called Mr. Reagan's veto "ideological child abuse."

What is child care?

The spotlight on child care in 1988 threw light on the great shortages in the field. It also brought realization of the mushrooming growth that has taken place. Some numbers boggled the mind. The Department of Defense, for example, had 639 child care centers at 408 installations worldwide, serving an average of 80,000 children daily. Kinder-Care

ran 1,135 centers, La Petite Academy had 600, and Gerber Children's Centers totaled 127. Two hundred and twenty-nine colleges had their own campus child care centers. Nine percent of federal, state, and local governmental agencies sponsored centers for their employees' children. Included in that total were 33 state-run centers in Massachusetts, 31 in New York, and 26 new federal centers. Two percent of businesses employing 10 or more workers had their own child care centers. Labor unions, private individuals, a few school systems, some cities and towns, and one state ran their own centers, as did churches and synagogues, which either through their own programs or through renting their space to others were the largest providers of child care. Of all these many centers, some were seen as employees' "perks," and some were operated as straight business deals, aiming at profit. Some were nonprofit, a service to children and families and to the community. Some had Boards of Directors representing the public and related professions.

Such variety in sponsorship, funding, and ways of operating could be regarded as strength. Or it could indicate uncertainty and confusion. What is child care? Apart from its longer hours, does it differ greatly from other young children's programs? Who should be responsible for child care? The shortages made one suspect that there was clarity and agreement on only one idea and a bad one at that: Let "George" do it—not George Bush but George Theotherfellow.

What will the new administration do?

Speaking of George, one of the pleasant surprises of the 1988 political campaign was the **strong endorsement of child care by President-Elect George Bush.** In a July address to the National Federation of Business and Professional Women's Clubs he declared, "Child care is nothing short of a family necessity." He then put on the record his proposal for a $2.2 billion Children's Tax Credit. Under the Bush plan low-income families with children under age 4 (and eventually all such families) in which one parent worked would receive $1,000 per child, in cash or in a tax credit.

The Bush proposal differed from ABC in several ways. Once in full operation it would apply to all families with children 4 years old and younger, whether Mother was at home or on a job. In addition, it would give parents with jobs freedom to choose their own child care solution, to the extent that $1,000 would help them. The Bush proposal and ABC were almost identical in one way: their estimated cost—$2.2 billion for Bush, $2.5 billion for ABC.

Too often the big ideas of campaign years are quickly filed and forgotten, or lose out in the competition of the "real world" of deficits and international tensions. But with two major child care plans hung over from 1988; with the unusual piling up of pleas for increased early childhood funding from very important organizations; with the political momentum stirred up by ABC, there was a good

chance that young children might be a center of attention in the year ahead. Join me a year from now in *A Look at 1989*, and we will see what talking went on and what action (if any) was taken.

NOTES

All dates are 1988 unless otherwise indicated.

1. *A Look at 1975–1987* booklets are available from Hacienda Press, Box 222415, Carmel, CA 93922, $2.50 each or $22.00 for the entire set. Also, *Four Years in Review: A Look at 1971, 1972, 1973, 1974*, one booklet, $12.00.
2. In addition to ABC, legislation relating to child care was introduced by Senators Boschwitz, Dole, Domenici, Hatch, Hecht, Heinz, Quayle, Roth, and Wilson; and by Representatives Crane, Holloway, Johnson, Martin, Penny, Schulze, Soloman, and Tauke. Everyone seemed to want to get on the child care bandwagon.
3. Elizabeth Janeway, "Child Care Inc.," *World Monitor*, October.
4. *Child Care: A Workforce Issue*, available from U.S. Labor Department, 200 Constitution Ave., N.W., Washington, DC 20210.
5. *Washington Post National Weekly*, September 4.
6. Guy Wright, *San Francisco Chronicle*, March 4.
7. *Washington Post National Weekly*, October 3.
8. The National Center for Clinical Infant Programs published a 16-page guide outlining areas of consensus among 17 infant-care researchers who met in 1987 at a "summit meeting," *Infants, Families and Child Care: Toward a Research Agenda*. (733

15th St., N.W., Washington, DC 20005. $1.50.) And the National Institute of Child Health and Human Development announced a five-year plan of study of the effects of infant day care on development.

9. "Federally Funded Child Care?" *Palo Alto Times Tribune*, April 24.
10. *The New York Times*, April 25.
11. *The New York Times*, August 7.
12. "ABC Would Drive Up Prices for Child Care, Group Says," *Report on Preschool Programs*, June 22.
13. "Early Years," *Education Week*, September 28.
14. *Education Week*, March 16.
15. *Report on Preschool Programs*, March 30.
16. *Education Week*, April 27.
17. An interview with Edward Zigler, "What Are We Going To Do About Day Care? One Man's Idea," *Psychology Today*, January.
18. An interview with Dr. Sheila Kamerman, *CDF Reports*, August.
19. *The New York Times*, March 22.
20. *The New York Times*, June 5; and David A. Corsini, Steven Wisensale, & Grace-Ann Caruso, "Family Day Care: System Issues and Regulatory Models," *Young Children*, September.
21. *An Imperiled Generation: Saving Urban Schools*. Lawrenceville, NJ: Princeton University Press.
22. *Toward a More Perfect Union: Basic Skills, Poor Families and Our Economic Future*, Ford Foundation, 320 E. 43rd St., New York, NY 10017.
23. Burton White, in his August and October *Newsletter* of the Center for Parent Education, warned against overstating Head Start's success: "Many cite the results of the Perry Preschool Project as proof of Head Start's success, but there is no way the Perry Proj-

ect can be considered typical. In all probability it was superior to 95% of existing Head Start centers." White saw two dangers in identifying the Perry Project with all of Head Start: the risk of complacency, assuming that Head Start is more effective than it is in reality; and the risk that pre-K enthusiasts will assume that any remedial program for children over age 3 routinely succeeds.

24. "Head Start Analyst: 'True' Statistics Show More Children Are Served," *Report on Preschool Programs*, March 16.
25. *Pre-Kindergarten Programs in Urban Schools*, High/Scope, 600 N. River St., Ypsilanti, MI 48198.
26. *The State Survey*, *The District Survey*, and *The Case Studies*, Bank Street College, 610 W. 112th St., New York, NY 10025.
27. *Report on Preschool Programs*, February 17.
28. *Education Week*, February 3.
29. "Quality, Compensation, and Affordability in Early Childhood Programs," NAEYC, *The Affiliate*, October.
30. *Who Is Teaching? Early Childhood Teachers in New York City's Publicly Funded Programs*, Bank Street College, 610 W. 112th St., New York, NY 10025.
31. NASBE, 1012 Cameron St., Alexandria, VA 22314. $5.00.
32. *Education Week*, November 23.
33. *Education Week*, December 2, 1987.
34. National Association for the Education of Young Children, "Position Statement on Testing of Young Children 3 Through 8 Years of Age," *Young Children*, March.
35. *The Health of America's Children: Maternal and Child Health Data Book*, Children's Defense Fund, 122 C St., N.W., Washington DC 20001.
36. *The New York Times*, October 31.

Information about NAEYC

NAEYC is . . .

. . . a membership-supported organization of people committed to fostering the growth and development of children from birth through age 8. Membership is open to all who share a desire to serve and act on behalf of the needs and rights of young children.

NAEYC provides . . .

. . . educational services and resources to adults who work with and for children, including

- ***Young Children,*** *the* journal for early childhood educators
- **Books, posters, brochures, and videos** to expand professional knowledge and commitment to young children, with topics including infants, curriculum, research, discipline, teacher education, and parent involvement
- An **Annual Conference** that brings people from all over the country to share their expertise and advocate on behalf of children and families
- **Week of the Young Child** celebrations sponsored by NAEYC Affiliate Groups across the nation to call public attention to the needs and rights of children and families
- **Insurance plans** for individuals and programs
- **Public policy information** for knowledgeable advocacy efforts at all levels of government
- The **National Academy of Early Childhood Programs,** a voluntary accreditation system for high-quality programs for children
- The **Information Service,** a computerized, central source of information sharing, distribution, and collaboration

For free information about membership, publications, or other NAEYC services . . .

. . . call NAEYC at 202-232-8777 or 800-424-2460 or write to NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786.